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In no realm of life does this bear with such fitness as on the conditions of living that obtain in modern school life. The authors of this book, *Health and the School*, have succeeded with singular aptness and directness in presenting a much-discussed topic in a form easy to read, to comprehend, and to apply. The object or aim, as outlined, is indicated in the following: "This book sets forth the health problems which must be met in every school and family, and furnishes a working program for parents, school boards, and boards of health." The material is presented in the form of conferences on school-health problems by representative teachers and parents, a wise physician, a trained social worker, as well as a practical and successful business man.

All this takes its setting in four parts or divisions of the book somewhat naturally presented under the headings: "The Breakdown of the School in Its Health Program"; "The Opportunity of the School for Promoting Health"; "A Program of Child Hygiene"; "Socialized Health: A Forecast." Dipping into this more in detail one finds many most interesting topics worthy of mention and re-reading, wherein are evoked many critical questions that are bound to be called out by progressive thinkers on problems of this character, and in turn where one finds the best answers that the several groups of workers in the conference can give, each from his own point of view and information.

The style is a sort of formal conversation, the range of topics is sufficiently wide and varied to coax and sustain the reader's attention, and, perhaps most important of all, there is affixed a summary of suggested readings—books, articles, bulletins, and reports—all of which are selected with more relevancy to the central topics and with more felicity in detail than is provided in any other book of similar character.

D. P. MACMILLAN

DEPARTMENT OF CHILD-STUDY
CHICAGO PUBLIC SCHOOLS

Petite phonétique comparée des principales langues européennes. Par PAUL PASSY. Leipzig-Berlin: B. G. Teubner, 1913. Pp. iv+145.

Mr. Passy's *Petite phonétique comparée*, now at hand in a second, revised edition, needs no reintroduction to the teachers of phonetics in American colleges and universities, who are well aware of the high character and authority of the book.

It may, however, not be out of place to call to it the attention of the teachers of modern languages in secondary schools who, desiring to insure a good pronunciation for their pupils, will find Mr. Passy's book an invaluable handbook and guide with which to broaden and deepen out of their own knowledge the usually rather perfunctory phonetical introductions of the elementary modern-language textbooks.

It seems safe to say that nowhere else is so much exact, reliable, pertinent information concerning the sounds of different languages and the habits of

speech of different people to be found in so clear, simple, I should almost like to say "popular," a form as here; no one need fear that any "special training" is necessary to understand the book and utilize it.

Undoubtedly an English edition might increase in America the field of usefulness of the book, and perhaps also extend it to some of the many teachers who are struggling in the public schools, especially in the large cities, with the peculiarities of pronunciation of pupils of Russian, Italian, Japanese, and other parentage. Even among these teachers some will be able to read it in French, and to them and to all others who are interested in improving their own pronunciation as well as that of their pupils, Mr. Passy's *Petite phonétique comparée* can be heartily recommended.

CHARLOTTE J. CIPRIANI

CHICAGO

The Teaching of Geography in Elementary Schools. By RICHARD E. DODGE and CLARA B. KIRCHWEY. Chicago: Rand McNally & Co., 1913. Pp. 248. \$1.00.

This new book in the pedagogy of geography teaching represents the conclusions reached after many years' experience in the training of geography teachers, and of teaching the subject in the elementary school. "It is an attempt to organize the underlying principles which, from the standpoint of good geography and good teaching, are necessary before one can effectually attack the problem of framing a course of study in geography for elementary schools or of teaching any phase of this related whole." The following quotation may be considered as a statement of the thesis of the work: "Geography teaching requires primarily a good knowledge of the essential facts and principles of geography; for no teacher can teach that which he does not himself know. The second requirement is an understanding of the scope of school geography; of the relation of this part of the subject to other work in the same field; of the purposes of school geography and ways in which the subject may best be organized and presented so as to be of the most permanent value to the pupils." A full, clear, and incisive discussion of this thesis is given in chapters as follows: Scope and Purpose of School Geography Teaching; Organization of a Course of Study in Geography; Home Geography and the World Whole; Geography of the Intermediate Grades; The Principles of Geography; Geography in the Upper Grades; Relation of Geography to Other Subjects in the Curriculum; Geography and Expression Work; Place and Use of a Textbook in School Geography; Use and Misuse of Maps; Observational Work in Geography; Geography in Rural Schools; Industrial and Commercial Geography; Collateral Reading; Preparation, Organization, and Conduct of a Lesson; Use of Equipment; Museums, and an appendix giving lists of equipment and collateral reading, and some outlines of representative lessons.

Most books on the teaching of geography have been written by teachers